


# Key Provisions on Transition





# Transition is a process that:

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- ❑ Is focused on improving the student's academic and functional achievement,
- ❑ Is designed to facilitate the movement from school to post-school activities




# Includes:

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- ❑ Post-secondary education,
- ❑ Vocational education,
- ❑ Integrated employment (including supported employment),
- ❑ Continuing and adult education,
- ❑ Adult Services,
- ❑ Independent living, or
- ❑ Community participation.

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- Is based on the student's strengths, preference, and interests; and

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2. Student's desired long-range post school outcomes,  
based on student's preferences and interests:

Career choice \_\_\_\_\_

Housing preference \_\_\_\_\_

Leisure activities \_\_\_\_\_



# Includes:

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- ❑ Instruction
- ❑ Related services
- ❑ Community experiences
- ❑ Development of employment and other post-school adult living objectives
- ❑ When appropriate:
  - Acquisition of daily living skills
  - Functional vocational evaluation



# Summary of Performance

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- ❑ Summary of academic achievement and functional performance
- ❑ Recommendations on how to assist the student in meeting the student's post-school goals
- ❑ Required for students who graduate with a diploma or reach maximum age




# IEP Team Members

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- ❑ Usual suspects
- ❑ Student
- ❑ With consent of parent or student, representative of any participating agency that is likely to be providing or paying for any transition services





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7. For students 16 years (or younger if appropriate), identify the interagency linkages/responsibilities required for the student.

Agency	Responsibility	Contact Person
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**OR**     ☐ No interagency linkages required at this time



# IEP

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- ❑ Beginning not later than the first IEP to be in effect when the child is 16
- ❑ May start earlier if appropriate
- ❑ Updated annually
  
- ❑ Student must be invited to IEP meeting

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1. Transition Planning is required beginning not later than the first IEP to be in effect when the student is 16 years of age, or younger if determined appropriate by the IEP team.


Student's age during this IEP: \_\_\_\_\_



# IEP Contains:

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- ❑ Appropriate measurable post-secondary goals based upon age appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills
- ❑ Includes academic and functional goals
- ❑ Transition services, including courses of study, needed to meet the goals



# Course of Study

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- ❑ Must be updated annually
- ❑ Should relate directly to student's postsecondary goals
- ❑ May target academic classes
  - Advanced placement courses
  - Concurrent enrollment
- ❑ May focus on non-academic courses and activities
  - Vocational education courses
  - Work experiences



# Course of Study

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- Should address the classes, experiences, and activities that will:
  - Be meaningful to the student's future
  - Motivate the student to complete his/her education
  - Support post-school outcomes



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### 3. Age-appropriate transition assessments conducted (based on desired outcomes above):

- ☐ Assessment Title
- ☐ Date
- ☐ Results



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4. PLAAFP statements address transition strengths and needs. ☐ Yes ☐ No



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5. Based on the transition assessment results, IEP contains measurable goals/activities.

- ☐ Training (e.g. vocational training, continuing and adult education, on-the-job training)

See IEP goal(s) # \_\_\_\_\_ ☐ NA

- ☐ Post-secondary education (e.g. community college, university, technical school)

See IEP goal(s) # \_\_\_\_\_ ☐ NA

- ☐ Employment (e.g. task completion, promptness, working steadily, asking for help)


See IEP goal(s) # \_\_\_\_\_ ☐ NA

- ☐ Independent Living skills, if appropriate (e.g. grooming, food preparation, banking, shopping)

See IEP goal(s) # \_\_\_\_\_ ☐ NA

- ☐ Adult Living skills (e.g. leisure, housing rental, voting, accessing needed services, social relationships & supports)

See IEP goal(s) # \_\_\_\_\_ ☐ NA



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6. Courses of study leading toward the goals and activities described above (e.g. series of courses, extracurricular activities, and community-based school experiences)

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- (May attach SEOP if it contains courses of study)
  - Refer to supplemental graduation requirements worksheet.



# Age of Majority Statement

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- ❑ Not later than 1 year before the child reaches the age of majority (18)
- ❑ Notice to student and parents of all rights that transfer to the student
- ❑ Students 18 and older are their “own parents” unless guardianship awarded



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8. On or before the student's 17th birthday, inform the student and parents of transfer of rights at age 18 and attach the “Age of Majority” documentation.

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- ❑ **Notice to Parents and Students**

- ❑ **Regarding Age of Majority Rights**

- ❑ Students become adults when they turn 18. The rights of parents and their students change at that point, unless a court finds that an adult student cannot manage his or her own affairs and appoints a guardian. If that occurs, then the adult student is again considered to be a minor and the guardian is able to make decisions on behalf of the adult student. Unless a court appointed a guardian, the school-related rights of the parents and their adult students are as follows:

- ❑ **Right of Adult Students:**

- ❑ The residence of an adult student is where the student chooses to live.
- ❑ An adult student can approve his or her own educational placement and Individualized Educational Program (IEP) without help from parents, family, or special advocates.
- ❑ An adult student can allow parents, family, or special advocates to help if he/she desires.

- ❑ **Rights of Parents of Adult Students:**

- ❑ If an adult student is still dependent upon parents for support, the parents may continue to see the student's school records without the student's permission.
- ❑ If a parent believes that an adult student is not capable of handling his or her own affairs in whole or in part, the parent may ask a court to appoint a guardian. A guardianship may apply to all aspects of the student's life or may be limited to certain things, such as educational programs or money management.

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### **Responsibilities of the School:**

Unless a court has appointed a guardian for an adult student, the school must assume that the student is capable of managing his or her affairs.

We have read this statement and have discussed it with the school representative. The school representative has also answered any questions that we may have had and has informed us that we can get further clarification at any time by calling the school.

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
(Signature acknowledges receipt of copy)

**Parent Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
(Signature acknowledges receipt of copy)

**School Representative:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Student's Date of Birth:** \_\_\_\_\_

# GRADUATION AND DIPLOMAS

## in UTAH

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- ❑ Graduating with a regular high school diploma or reaching age 22 terminates special education services.
- ❑ Students who complete graduation requirements, as determined by the IEP team and either pass all three sections of the UBSCT,
- ❑ attempt the UBSCT three times, or participate in the UAA earn a high school diploma.
- ❑ Beginning with the graduating class of 2007, students who do not pass all sections of the UBSCT must participate in UBSCT remediation consistent with school district or school policies and opportunities in order to earn a high school diploma.
- ❑ Students who do not meet graduation requirements may be awarded a certificate of completion, in accordance with school district or school policy.

# GRADUATION





# Diplomas and Certificates of Completion

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## 1. High School Diploma



## 2. Certificate of Completion



# High School Diploma

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Awarded to a student who has:

- ❑ Successfully completed all state and district course requirements for graduation;
- ❑ and



# UBSCT

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- ❑ Passed all subtests of the UBSCT; or
- ❑ Did not pass all subtests of the UBSCT; or
- ❑ Student's IEP team has determined that participation is through the UAA.

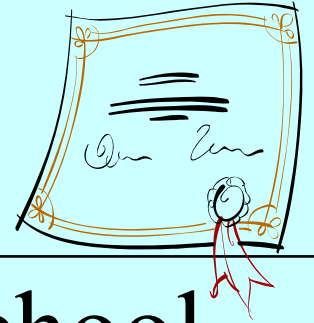


# UBSCT

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- ❑ Beginning with the graduating class of 2007, students who did not pass all sections of the UBSCT must participate in UBSCT remediation consistent with school policies and opportunities

# Certificate of Completion



According to school district or school criteria, may be awarded to students who have:


- ❑ Completed their senior year,
- ❑ Are exiting the school system,
- ❑ Have not met all state or district requirements for a diploma.



# IDEA 2004

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- ❑ Graduation with a regular high school diploma ends eligibility for FAPE.
- ❑ Graduation is a change of placement requiring prior written notice.



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# **Written Prior Notice of Change of Placement in Special Education**

Based on the student's current IEP, the IEP team is proposing the following placement effective on:

\_\_\_\_\_

Date

\_\_\_\_\_

**Selected**

Regular class

☐

- Regular class with consultation and / or itinerant services
- Regular class with part-time special education services

Special class

☐

Special school

☐

Home instruction

☐

Hospital / Institutional

☐

No longer eligible for services due to:

Graduation with a high school diploma

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Reaching maximum age of eligibility, 22 years.

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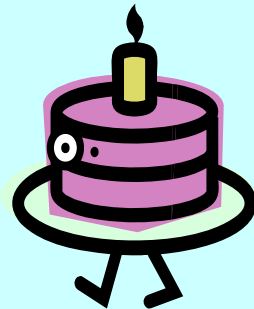


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- \* Graduation with a regular high school diploma is a change of placement and ends the entitlement to a free appropriate public education. Written notice of this change must be provided to the parent and the student (if 18 years or older) at least 45 days prior to graduation. Reaching the maximum age of 22 years also ends a student's entitlement under IDEA.
  - ☐ Upon exiting the LEA, the student received a summary of performance of academic achievement and functional performance including recommendations on how to assist the student in meeting the student's post secondary goals.
  - ☐ Yes                      ☐ No
- (Attach copy.)

# Maximum Age (“Ageing Out”)

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- ❑ 22<sup>nd</sup> birthday between beginning of school and December 31
- ❑ Exit at the beginning of the school’s winter holiday
- ❑ 22<sup>nd</sup> birthday between January 1 and end of school year
- ❑ Exit at the end of the school year





# IDEA 2004

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- ❑ Reaching maximum age ends eligibility for FAPE.
- ❑ Exiting at maximum age is not a change of placement; prior written notice is not required.



# IDEA 2004

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Summary of Performance must be given to students who:

- ❑ Graduate with a regular high school diploma, or
- ❑ Exit at maximum age.